

The Importance of Speaking Skills in Learning Foreign Languages and Being Able to Apply Them into Practice

Dushatova Shohsanam Baxtiyor Qizi

Fergana State University, Teacher
sh.dushatova@pf.fdu.uz

Sultonaliyeva Makhbuba Alisher Qizi

Fergana State University, 3rd year student

Abstract: Today, everyone needs to acquire communication skills in order to achieve high goals in their fields. This article provides information about the main principles and various ways that help in teaching and learning foreign languages.

Keywords: foreign language education, story, use of games, process, communication, rules, methods, ability.

INTRODUCTION

Today, life cannot be imagined without foreign languages because, knowing a foreign language has become a simple requirement to become a good specialist in any major. While learning something, motivation is mostly needed first. Motivation has a part to play in language learning. Always ask yourself why I am learning this language and remember your purpose for learning the language whenever you are struggling or in doubt. Nowadays, many language courses organize lessons for one or two hours a week. And a language learner who is busy with everyday life cannot spare time for language on other days. He usually forgets the topics of the previous lesson until the next lesson. This slows down the process of learning a language. Therefore, when learning a language of your choice, you should learn it every day. If you are learning a language, make it like a daily commitment. Only then will you will be able to increase your knowledge.

Speaking talent is the maximum crucial talent to gather overseas or 2nd language mastering. Among the key language abilities, speaking is deemed to be the maximum crucial talent in mastering an overseas or 2nd language. Brown and Yuke (1983) say, "Speaking is the talent that the scholars might be judged upon maximum in actual lifestyles situations". Regardless of its importance, coaching speaking abilities had been undervalued and maximum of the EFL/ESL instructors had been persevering with their coaching of speaking abilities simply as memorization of dialogues or repetition of drills. Nevertheless, the contemporary-day global needs for the requirement of conversation abilities for the novices and the English instructors must educate the ELLs the wished abilities in order that they may enhance their abilities in speaking and carry out nicely in actual-lifestyles situations. In the existing EFL/ESL coaching environment, oral abilities are absolutely neglected while employability relies upon extra on conversation than technology.

MATERIALS AND METHODS

There are some problems in teaching speaking which come from both internal and external sources. Internal factors include mother tongue, age, exposure, innate phonetic ability, identity and language ego, and motivations to speak well. An external problem is an institutional issue

that relegates English to the status of a nation as a second or foreign language. Each problem is related to the choice of the appropriate method in teaching speaking. Being a good communicator requires proficiency in each of the four learning skills of listening, speaking, reading, and writing, but being able to speak skillfully gives the interviewer a number of distinct advantages. Students are structurally sound, but unable to communicate appropriately. To solve this problem, it is necessary to deal with processes related to fluent conversations.

Language learning today focuses less on learning the objects of "having structure" and using it. Language teaching can have a methodological effect on categories of use. A newspaper written in real English during the lesson can be one of the best forms of this type of material. It contains factual writings. Reading a newspaper gives them an opportunity to learn the language as it is used in a real context. In this way, students can apply what they have learned in the classroom to the outside world. It also provides an opportunity to explain natural language to students in a variety of situations. Role-playing is a good way to develop speaking skills. For example, in a lesson, students are divided into different groups. In each group, two students are selected for two different roles. The rest of the students watch their performances and listen to their conversations. Later they express their opinions. Not only this help them improve their personal relationships, but they also learn to work together. It also helps them develop basic cognitive skills. Like all students, children have different learning styles. Education for children takes into account all learning styles. Tactic and kinesthetic types of students require special attention. Pupils' talents, skills, knowledge and interests are wider in primary schools. Learning a foreign language also depends on the learners' ability to understand well. They should encourage in every child from the beginning. They should develop acoustic, kinesthetic, rhythmic and visual differentiation. Children learn quickly, but forget quickly. Therefore, speech is always repeated as well as reused in the same context. Courses are spiral, and regular repetitions are integral part.

RESULTS AND DISCUSSION

The quantity and quality of communication are the main reasons for faster language learning. During the lesson, students' attention should be focused mainly on the content and importance of the language. Students should first focus on the content of the language. Successful foreign language learning also depends on whether there is an opportunity to apply what you have learned. Pupils should be given such tasks that they can apply the knowledge they have learned in the course of the lesson. Communication opportunities are important in the development of language skills. If students are able to retain the meaning of the language in practice, the social relationship creates an opportunity for successful language learning. The teacher's ability to create meaning and negotiation for this process are the main conditions for successful teaching.

Foreign language education should, first of all, encourage the learning of everyday, real knowledge and skills in a foreign language. If we rely on the methodological and didactic views used in foreign language education, we must emphasize the following: The teaching process is not only communicative, but also competences that give the opportunity to apply the knowledge learned in the future. must be covered. Most of the children are interested in learning foreign languages. Of course, their interests are related to the organization of the lesson process and the ability of children to achieve certain success in this lesson process. It is wrong to say that this interest remains the same throughout the years, therefore, pedagogues should take care of it, and ensure that students participate in the lesson with joy and success.

CONCLUSION

The content and purpose of the lesson will be understandable and memorable to the students only if the topics being studied, as well as the questions, are important, interesting and relevant for the students. Foreign language learners encounter another language and culture in foreign language education. For this reason, it is recommended to use authentic materials specific to that foreign language, texts and literature that can convey that culture. As English is widely used all around the world, there may be a want for inexperienced persons to gather the conversation talents of it to get fulfillment of their respective fields. Thus, the study room is the correct platform to gather

correct conversation talents, especially, speak me talents. The instructors should recognize the troubles of the ELLs (English language inexperienced persons) and attempt to put into effect diverse coaching techniques of their school rooms a good way to expand their inexperienced persons' speaking talents in English school rooms. This is viable for the lecturers once they introduce their techniques and materials and through the usage of the modern-day strategies of coaching speak me talents. Therefore, the lecturers should introduce a few institution and pair sports of their normal English school rooms that the ELLs can expand their speaking talents enormously. This paper sheds mild at the significance of speaking talents in English school rooms.

References:

1. Brown, H. D. Language Assessment Principles and Classroom Practices. London: Pearson Edition, 2004. Print
2. Makhmudova Munisa. Namangan. "Article" -2021.
3. Dushatova, S. (2022). LINGUISTIC AND SOCIAL ORIGINATION OF TABOOS. *Science and innovation*, 1(B6), 318-321.
4. Dushatova, S., & Tursunaliyev, M. (2022). CHET TILLARINI O'RGANISHNING INSON RIVOJLANISHIGA TASIRI. *INNOVATIVE DEVELOPMENT IN THE GLOBAL SCIENCE*, 1(7), 133-138.
5. Dushatova, S., & Azamov, M. (2022, November). SO'Z TURKUMLARI TASNIFI. In *INTERNATIONAL CONFERENCE: PROBLEMS AND SCIENTIFIC SOLUTIONS*. (Vol. 1, No. 6, pp. 89-95).
6. Shokhsanam, D., & Abdukarimova, M. (2022, December). THE ADVANTAGES OF BOOKS IN LEARNING FOREIGN LANGUAGES. In *INTERNATIONAL CONFERENCE DEDICATED TO THE ROLE AND IMPORTANCE OF INNOVATIVE EDUCATION IN THE 21ST CENTURY* (Vol. 1, No. 9, pp. 169-171).
7. Zafar, J. (2022). Linguistic and Cultural Problems in Translation. *American Journal of Social and Humanitarian Research*, 3(12), 55-57.
8. Dushatova, S., & qizi Norinboyeva, D. J. (2022). CHET TILIDA NUTQNI TINGLAB TUSHUNISH VA UNDA FRAZEOLOGIZMLARNING O'RN. *YOUTH, SCIENCE, EDUCATION: TOPICAL ISSUES, ACHIEVEMENTS AND INNOVATIONS*, 1(7), 66-71.
9. Shokhsanam, D., & Makhmudova, M. (2022). BENEFITS OF DAILY READING. *INNOVATIVE DEVELOPMENT IN THE GLOBAL SCIENCE*, 1(8), 28-32.